



Fall 2025

**HRD 5307 –Evaluation in Human Resource Development  
(Sections 701)**

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**Office Hours:** 11:30am, Monday; 1:30pm, Thursdays, or by appointment.

<https://uttyler.zoom.us/my/gregwang>

**Learning Objectives:** Upon completion of this course, students should be able to:

- Articulate the role of the HRD professionals in program evaluation
- Discuss challenges and opportunities in program evaluation
- Specify various program evaluation and measurement models
- Identify advantages and disadvantages of current evaluation models and methods
- Define the scope in order to follow the process of program evaluation
- Design appropriate instruments in relation to evaluation questions
- Perform major data collection approaches to performance improvement and program evaluation
- Apply evaluation models to a real-world HRD program
- Conduct initial data analysis for HRD program evaluation
- Planning and prepare a practical evaluation and measurement project.

**Required Textbook:**

Russ-Eft, D., Preskill, H., & Jordan, J. B. (2024). *Evaluation in Organizations: A systematic approach to enhancing learning, performance, and change*. Basic Books. ISBN: 978-0-465- 01866-6  
(Referred to as RPJ in reading assignments)

*Note:* There is a free e-book version of an older edition of the textbook available through UT Tyler online library. The core content is similar or the same. The new edition added three non-essential chapters. You may use the following link to access the free ebook with your UT Tyler patriot credentials: <https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=625038>

Wang, G. G. and Spitzer, D. (2005, eds). *Advances in HRD Measurement and Evaluation: Theory and Practice*. A Special Issue in *Advances in Developing Human Resources*, Vol, 7, No. 1.  
(Referred to as WS in reading assignments below. Note that for your convenience all articles in the special issue are available in Canvas under Modules)

- **Supplemental Reference Textbook:** Publication Manual of the American Psychological Association, 7th Edition, APA. ISBN: 978-1-4338-3215-4
- **Additional Required Readings** will be provided on the course Canvas site.
- **Other Requirements:** Reliable internet connection, Canvas access, and MS Word and Excel.

**Learning Structure and Platform:**

- Learning in this course is scheduled following a 7-week term. Thus, the required learning activities and assignments may appear to be packed and intense requiring your constant attention to meet the learning objectives.
- This course is conducted 100% online using the Canvas platform. It follows a modular format to help you effectively manage your time and efforts. While learning is self-paced, the starting and completion dates are following the university calendar. Therefore, effective time management is required throughout the 7-week learning.
- I will announce weekly office hours in Canvas Announcement. The office hours will be held via zoom in the following link: <https://uttyler.zoom.us/my/gregwang>. Please send me email for zoom appointment if you cannot attend announced office hour.

**Graded Course Requirements:** Letter grades will be assigned based on the scale provided. Grades will not be rounded beyond that stated below. Students are responsible for verifying that all electronic submissions are correctly uploaded. All scores will be based on what is submitted by the due date. The grade distributions for each assignment are as follows:

Weekly Online Discussion (5% each x 7)	35%
Critical Reflection Paper	15%
Measurement and Evaluation Exercises (15%)	15%
Final Evaluation Project (35%)	35%
Course Total	100%

**Online Discussion Forum (30%):** This assignment is designed to enhance students' understanding and skills in Measurement and Evaluation. This activity enables students to reflect on the lessons of each week and apply textbook knowledge to real-world problems. Students will be required to share their thoughts on each module's discussion topics. *Late postings will receive a 10% penalty for each full or partial day of delay.*

**The 1-3-5 rule:** You are required to post at least one (1) original response to each week's discussion question(s), and to reply to no less than three (3) posts by your peers, and your original post must be no less than five (5) sentences per response to qualify for full credit by **11:59pm, Sundays**. Postings are expected to meet graduate-level standards, incorporating citations and references where necessary, while maintaining a high standard of grammar and spelling to ensure error-free content. Additionally, your responses to your peers must be substantive and contributive to the discussion. Short responses with "me too" or "I agree" would not receive credit.

**Critical Reflection Paper (15%, due 9/14):** This assignment is designed for students' self-directed learning regarding the subject of program measurement and evaluation. **Please review and follow the following instructions carefully.** *Late submissions will be penalized by 10% for any full or partial day late.*

Objectives:

1. Conducting research-oriented learning in evaluation,
2. Practicing analytical and critical thinking,
3. Understanding HRD program evaluation theories and practices.

Assignment:

You need to identify a peer-reviewed published paper on the subject of HRD measurement and evaluation. You may choose any article in the reading list of this course. You may also select articles outside the reading list as long as they are relevant to HRD evaluation and measurement. (Note: Please do not use articles from general or commercial websites)

Note: If you select Kirkpatrick's work for critiques, you need to include all four article series. They are available in the Canvas learning portal under the link of "Syllabus and Required Readings..." above Module 1.

Requirements:

1. Briefly summarize why the article is important for students in HRD 5307. (e.g., How does it relate to M&E in HRD? Why is it important to enhance our understanding in M&E? How important is the article to the field of HRD?)
2. Summarize the article's content in one page and use your own words to capture its essence. Please avoid copying from the article abstract.
3. Discuss the practical applications of the article for practitioners. What should they be able to do or to learn regarding M&E after reading the article?
4. Be sure to offer critical thinking or reflections on any weaknesses or any occasions when you think the author's theory, model, process or ideas won't work and explain why. Note that a major portion of your grade will depend on the quality of your critical thinking.
5. The paper should be at least 4 double-spaced pages in length excluding cover page and references. 10% points will be deducted for late submissions.

**Measurement and Evaluation Exercises (15%, due 9/28):** This set of assignments consists of a number of worksheets and measurement problems from the real-world scenarios. They should be completed independently and uploaded to the Assignment by due date specified. The exercises questions and worksheet are located at the designated link under Module.

**Final Evaluation Project (40%, due 10/11):** This assignment is intended to develop students' hands-on experience in learning program evaluation and measurement. Given the large percentage of the grade allocated to this project, it is strongly recommended that you start planning your project ahead of time.

Objectives:

- Obtain service learning-based experience,
- Gain in-depth knowledge on real world evaluation and measurement project,
- Apply models and methods covered in the course,
- Practice analytical and critical thinking.
- Plan and prepare for an evaluation project.

Requirements:

- Identify an HRD program in an organization and conduct an evaluation and measurement project. You may conduct any levels of evaluation per Kirkpatrick's taxonomy beyond level one. In other words, no reaction level evaluation will be accepted. Ideally, your project report is to be a service for a host organization or a community to improve the effectiveness of a learning-related program.

- To streamline the plan completion process, it consists of four components and one necessary appendix. It is recommended that students review their project scenario and strategy at their earliest convenience.
  - Component 1 (10%): (Real-world/Hypothetical) Scenario: Scope, Purpose, and evaluation question(s)
  - Component 2 (30%): Design A: Process, Design, Kirkpatrick's Levels
  - Component 3 (30%): Design B: Data, Analysis Approaches
  - Component 4 (15%): Evaluation Plan, Evaluation Process, Communication, and Report,
  - Appendix A (10%). one-page presentation slide, with necessary chart/figures; additional appendices such as surveys and interview transcripts are encouraged to follow Appendix A in sequential order
  - Writing structure and organization (5%): Should including references and citations
- The length of the project report should not exceed 20 pages all inclusive.
- ***Late submissions will not be accepted.***

**Grading scale:** Students will be evaluated based on the grading scale below.

1. A 90% - 100%
2. B 80% - 89.9%
3. C 70% - 79.9%
4. D 60% - 69.9%
5. F  $\leq$  59.9%

Note: Final grades will not be rounded or adjusted based on proximity to these cut-off points.

### Agenda for Weekly Module and Learning Objectives

<b>Week &amp; Module</b>	<b>Topics and Learning Objectives</b>	<b>Assigned Readings and Activities</b>	<b>Due Date</b>
Week 1 <b>Module 1</b> 8/25—8/31	Introduction: Defining Evaluation <ul style="list-style-type: none"> <li>Articulate the role of the HRD professionals in program evaluation</li> <li>Discuss challenges and opportunities in program evaluation</li> </ul>	RPJ: Chapter 1 WS: Wang & Spitzer	8/31 Week 1 Discussions
Week 2 <b>Module 2</b> 9/1—9/7	Models & Frameworks <ul style="list-style-type: none"> <li>Specify various program evaluation and measurement models</li> <li>Identify advantages and disadvantages of current evaluation models and methods</li> </ul>	RPJ: Chapters 3, 4, & 20 WS: Wang & Wang Kirkpatrick's four articles	9/7 Week 2 Discussion due
Week 3 <b>Module 3</b> 9/8—9/14	Evaluation Scope and Process <ul style="list-style-type: none"> <li>Define the scope of evaluation</li> <li>Specify the process of program evaluation</li> <li>Differentiate evaluation questions from survey/interview question items.</li> </ul>	RPJ: Chapters 5, 17, 18  Wang & Wilcox	9/14 Critical reflections paper due. Week 3 Discussion due
Week 4 and 5 <b>Module 4</b> 9/15—9/28	Data Collection and Analysis <ul style="list-style-type: none"> <li>Design appropriate instruments in relation to evaluation questions</li> <li>Conduct data analysis</li> <li>Perform major data collection approaches to performance improvement and program evaluation.</li> </ul>	RPJ: Chapters 8—15.	9/21 -Week 4 discussion due 9/28-Exercise assignments due & Week 5 discussion due
Week 6 and 7 <b>Module 5</b> 9/29—10/11	Communicating and Reporting <ul style="list-style-type: none"> <li>Planning and prepare a practical evaluation and measurement project by synthesizing all modules' learning.</li> <li>Communicate evaluation plan and outcomes to stakeholders.</li> </ul>	RPJ: Chapters 5, 6, & 16	10/4 -Week 6 discussion 1 due 10/11 – Week 7 discussion due; Final Project due

*\*Course schedule and agenda are subject to changes.*

### **Artificial Intelligence (AI) Statement and Policy**

AI is an important tool in our lives today, however, it is not a substitute for your independent thought and should not be used to write papers. While AI tools can support your learning journey, they should not be utilized to generate or complete assignments. AI screening tools and plagiarism checkers will be utilized in this class to uphold academic honesty. Turnitin will report Similarity Index and AI Writing percentage as the results of the screening.

**You can find the details of university policies in the following areas in the “University Policies and Information” page on the class Canvas portal.**

- Withdrawing from Class
- Incomplete Grade Policy
- Grade Appeal Policy
- Disability/Accessibility Services
- Military Affiliated Students
- FERPA
- Absence for Official University Events or Activities
- Absence for Religious Holidays
- Campus Carry